



CACREP Guiding Statement

Guiding Principles for the 2016 Faculty Standards

The faculty standards included in Section 1 “The Learning Environment” of the 2016 CACREP Standards are designed to ensure that there is a central group of program faculty that have the necessary credentials, experience, professional identity, and activity in the counseling field to support and promote the professional identity of a counseling program. The primary core faculty standards are Standards 1.W. and 1.X. These two standards are supported by a cluster of standards, consisting of Standards 1.R, 1.S, 1.T, 1.Y, 1.Z, 1.AA, and 1.BB, which set expectations and requirements around the number of faculty and their duties and responsibilities within the program.

Relevant Standards

The key standards relevant to assessing the faculty requirements are:

Standard 1.R indicates that the academic unit in counseling must employ a minimum of three core faculty who are full-time and may only be designated as core faculty at one institution.

Standard 1.S specifies that in any calendar year, the core faculty deliver more credit hours than non-core faculty.

Standard 1.T specifies that the full time equivalent (FTE) student to faculty ratio should not exceed 12:1.

Standard 1.W states that core faculty must have a doctoral degree from a counselor education program, preferably from a CACREP accredited program. The alternative way to meet the core faculty degree requirement under 1.W. is to have a doctoral degree in a related field (e.g., Counseling Psychology, Social Work, Marriage and Family Therapy, Educational Administration) AND to have been employed as a full-time faculty member in a counselor education program for at least a full academic year BEFORE July 1, 2013.

Standard 1.X outlines the expectations for how core faculty identify with the counseling profession through their memberships, credentials, professional development, service, and scholarly activities.

Standard 1.Y requires that core faculty have the ability to determine program curricula, policies, and procedures.

Standard 1.Z specifies requirements related to non-core faculty.

Standard 1.AA indicates that core faculty play an active role in orienting and supporting the non-core faculty in understanding and implementing program and accreditation requirements.

Standard 1.BB states that core and non-core faculty have relevant preparation and experience for the courses they teach.

NOTE: It is the responsibility of the program seeking accreditation to demonstrate it is meeting the CACREP standards. Not all programs are ready to seek CACREP accreditation. Programs should carefully analyze whether ALL of the above mentioned faculty standards are met prior to applying for accreditation.

Common Questions

1) What is meant by “core faculty” and “non-core faculty”?

The CACREP Standards include two distinct designations for program faculty: core and non-core. These designations address differences in faculty qualifications for programs for which accreditation is sought. The terms “core faculty” and “non-core faculty” throughout this document are discussed in relation to their usage and meaning in the CACREP Standards, and not in relation to any meaning in an institutional faculty structure.

According to the Glossary that accompanies the 2016 CACREP Standards, a core faculty member is: *One who is employed by the institution and holds a full-time academic appointment in the counselor education program for at least the current academic year. Faculty members may be designated as core faculty in only one institution regardless of the number of institutions in which they teach classes.*

Core faculty are doctoral-level, full-time counseling program faculty who meet the qualifications outlined in Standards I.W and I.X. Non-core faculty are graduate-level full or part time faculty who hold graduate or professional degrees in fields that support the mission of the program.

Faculty from related professions (e.g., Counseling Psychology, Marriage and Family Therapy, Educational Administration, Social Work) that have been employed as full-time faculty in a counselor education program for a minimum of one full academic year prior to July 1, 2013, qualify as core faculty. This prior employment requirement can be met through employment in the current program applying for accreditation or through earlier employment at another institution.

The doctoral degree is just one component of core faculty designation. Standard I.X requires the program’s core faculty to actively identify with the counseling profession through sustained memberships in counseling organizations; the maintenance of certifications and/or licenses

pertinent to their counseling specialty area; and, sustained professional development and renewal activities related to counseling, professional service and advocacy in counseling, and research and scholarly activity in counseling. “Sustained” is operationally defined as maintained or occurring consistently over a period of time beyond the year prior to when accreditation is being sought. Through these professional activities, faculty communicate and model a sustained professional counseling identity to the students in their programs.

Sustained engagement in the activities of the **counseling** profession and its professional organizations is manifested through maintaining memberships, holding credentials, and engaging in service activities with organizations such as the American Counseling Association and/or its divisions, Chi Sigma Iota (both at the chapter level or national level), and the National Board for Certified Counselors and Affiliates. Such activities are considered clear indicators of professional counselor identity and can be used to demonstrate involvement in the **counseling** profession and its professional organizations. Each of these organizations provides unique opportunities for development/renewal, research, scholarship, service and advocacy that can be used to document how program faculty meet the requirements specified in Standard I.X. CACREP acknowledges that this list of organizations is not exhaustive; however, these organizations are cited as clear examples of CACREP’s expectations for involvement with the counseling profession.

CACREP emphasizes that faculty with doctoral degrees in related professions who meet the qualifications to be designated as core faculty through the grandparenting provision specified in Standard I.W AND the engagement activities specified in I.X remain eligible for the core faculty designation throughout their career. Programs seeking to hire new core faculty members can and should consider such individuals as fully qualified for hiring consideration.

2) How many core faculty does my program need to have?

A counseling program must provide evidence of a minimum of three core faculty members (Standard 1.R). This number must be five faculty members if the institution also has a doctoral counseling program (Standard 6.A.6). Beyond satisfying the minimum number of required core faculty, the program must have enough core faculty to ensure that, “for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty” (Standard I.S). The program must be able to meet the requirement specified in Standard I.S at all locations where the program is offered and in all program delivery formats (e.g., face-to-face, hybrid, online).

3) Do all program faculty need to meet the core faculty requirements?

No. As long as programs meet the requirement for a minimum of three core faculty (Standard 1.R) or five core faculty for institutions with doctoral programs (Standard 6.A.6), and as long as they have enough core faculty to deliver at least 50% of the combined course credit hours taught in any given calendar year (Standard 1.S), they are free to hire non-core full time faculty.

Standard 1.S allows non-core faculty to deliver up to 50% of course credit hours in a calendar year. This standard allows institutions to hire full-time faculty from a variety of disciplines to provide instruction in CACREP accredited programs, so long as they have graduate or professional degrees in a field that supports the goals and mission of the program (as outlined in Standard 1.Z). The program must still demonstrate that there is a strong overall professional counseling identity aligned with the CACREP Standards in such areas as core faculty professional engagement, program and degree titles, program descriptions, program materials, curriculum requirements, and site supervisors, and that the program has sufficient core faculty for the size and structure of the program.

4) Do I only count core faculty in the full-time equivalent (FTE) calculations required for Standard 1.T?

No, all core and non-core faculty are included in the FTE student-to-faculty ratio calculations. For programs that operate at multiple sites, the FTE ratio of 12:1 must be met at each site where the program is offered.

5) What constitutes the academic unit and how does this relate to core faculty?

Counselor education programs exist in many different formats. Some are stand-alone programs or departments, while others may exist within a combined department with other disciplines. In all cases, the program must demonstrate that there is an identifiable academic unit in counseling within the structure, with core faculty (as defined in Standards I.W and I.X) who have autonomy to determine program curricula and to establish operational policies and procedures for the program (Standard I.Y).

6) Do core faculty need to be licensed or certified in relation to their respective counseling specialty areas?

Generally the answer to this question is yes. Faculty provide varying levels of clinical supervision to students and mentor future professionals that will be seeking these credentials. Sometimes there are challenges in meeting this standard (1.X). A few examples:

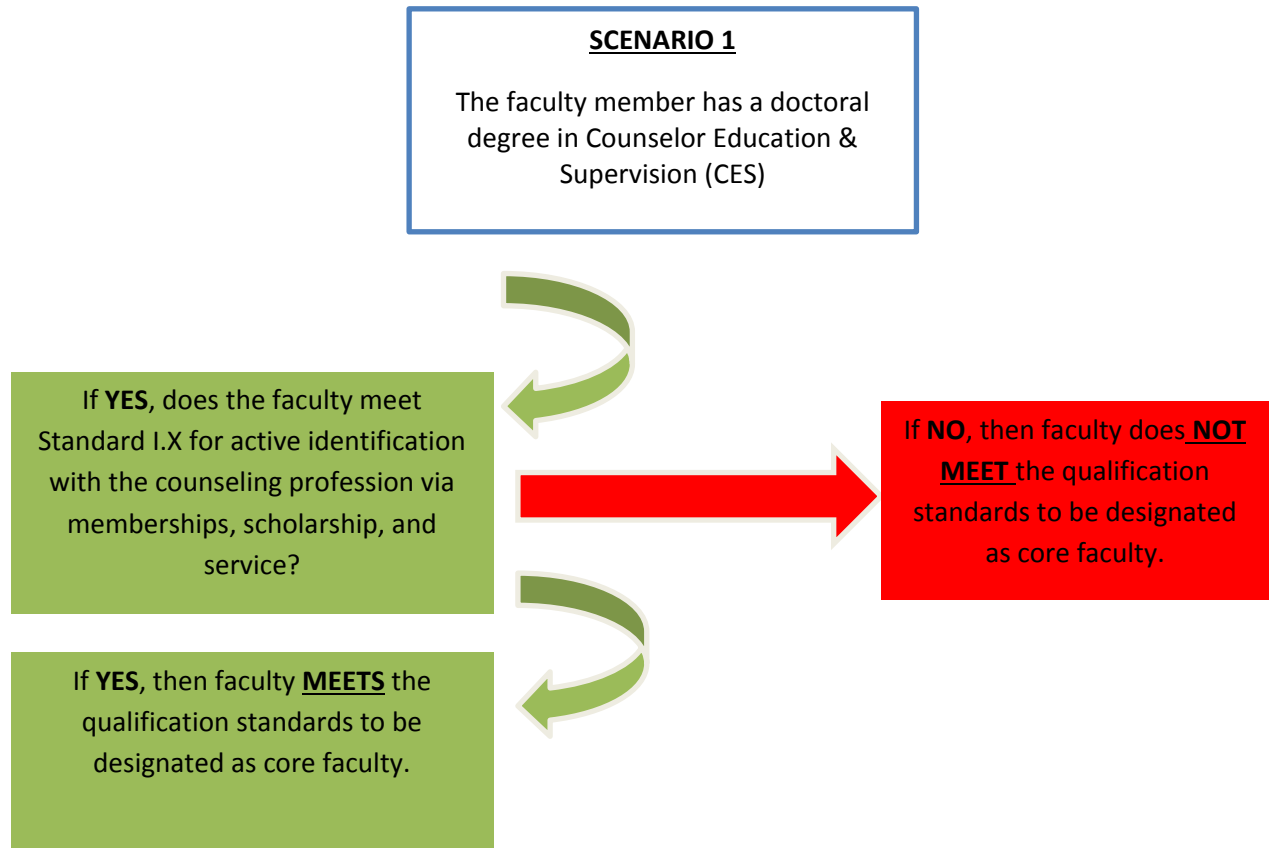
- a core faculty member who lives in a state that will not grant a licensure or certification as a school counselor to someone who is not working in a school setting
- a core faculty member who holds a doctoral degree in a related discipline and as a result cannot hold a counseling license but can and does hold the applicable license specific to that degree

In such circumstances, programs should address these issues clearly and transparently in their application materials. In cases where core faculty are eligible to maintain licenses or credentials appropriate to their degrees, but do not, programs should document plans for resolving these issues.

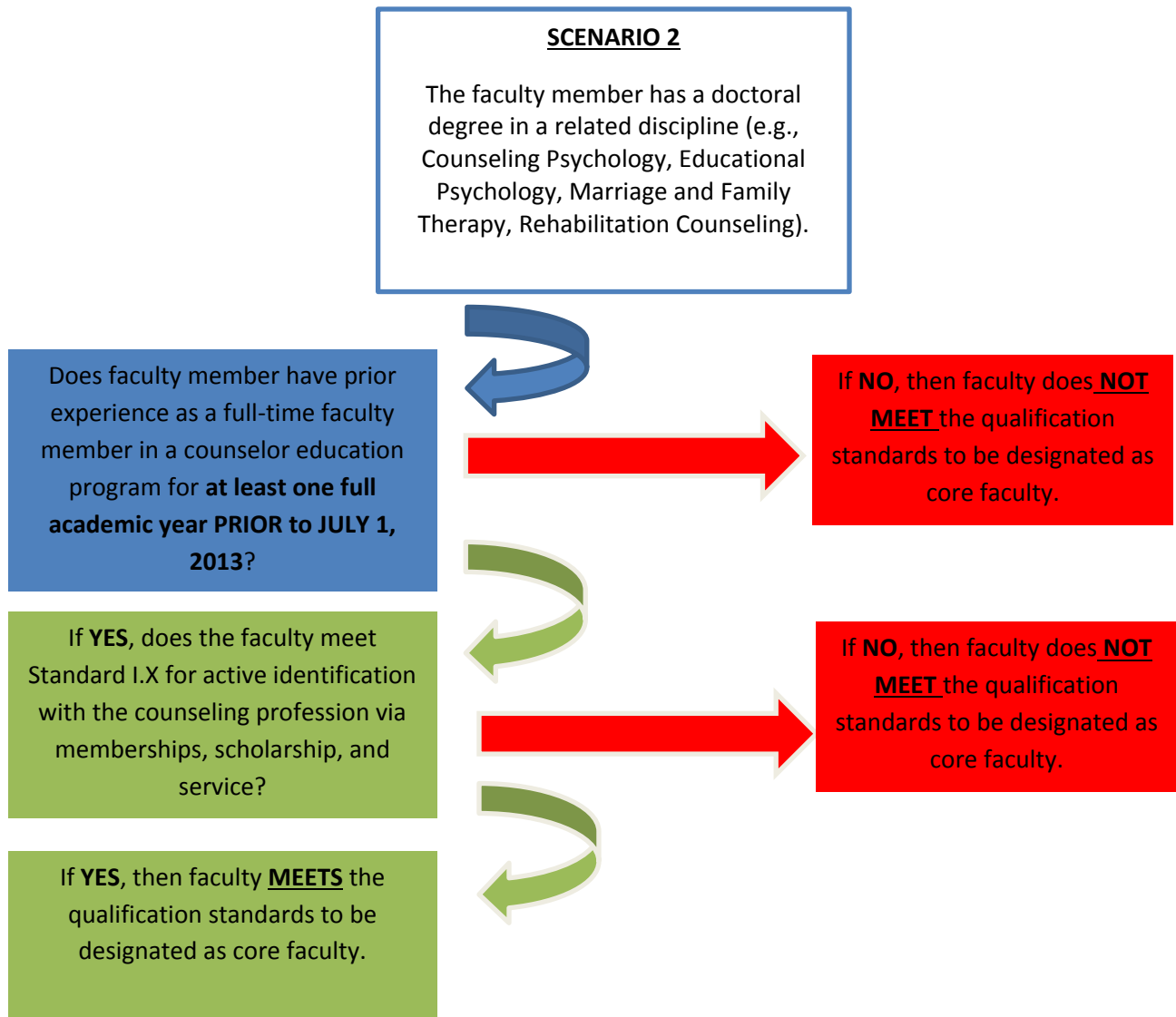
7) How do I determine core and non-core faculty designations for program faculty?

The CACREP 2016 Standards discussed above constitute the specifications for determining core and non-core faculty designations. The following decision trees may be helpful.

Decision Tree #1



Decision Tree #2



CACREP has no expectation or desire that employment for existing faculty be terminated in relation to the faculty requirements in the standards. The standards allow for core and non-core faculty with different credentials, experiences, and identities to coexist and mutually deliver a counseling program. For example, if a full-time, tenure-track faculty member does not meet CACREP's requirements for designation as core faculty, he or she can still teach in the program as long as he or she is not counted as core faculty in relation to the requirements in Standards 1.R and 1.S. Programs need to demonstrate that there are a sufficient number of core faculty to meet the minimum requirements, to ensure a professional counseling identity for the program, and to satisfy the requirement that in any calendar year the core faculty deliver more credit hours than the non-core faculty deliver. Further, programs should pay close attention to the requirements in the faculty standards when making new hires and appropriately designate newly-hired faculty as core or non-core. If a program chooses to hire a faculty member AFTER July 1, 2013, who does not have a doctoral degree in counselor education or does not fully meet the prior employment provisions, this faculty member cannot be designated as core faculty under Standard 1.W.

Individuals who have completed everything except their dissertations (ABD status) may **not** be counted as core faculty. However, the program may still be eligible for two year accreditation status allowing time for the ABD faculty member to complete his or her degree. Faculty who are ABD cannot be considered core faculty until such a time as the doctoral degree is conferred.

8) What do these standards mean for a program transitioning from a different program identity (e.g., Counseling Psychology) to a counseling identity aligned with the CACREP Standards in order to qualify for and seek CACREP accreditation?

The CACREP Board is willing to work collaboratively with programs making an identity transition if these programs demonstrate a strong commitment to a counseling identity through actions such as a) changing program titles to reflect an identity as a counseling program; b) changing course titles and prefixes to reflect the counseling identity; c) ensuring that the ethics and standards of practice of the counseling profession are emphasized in the curriculum; d) using site supervisors who are credentialed as counselors, and e) demonstrating that non-core program faculty members are actively oriented to and support the mission, goals, and curriculum of the counselor education program. Programs must demonstrate that individuals identified as core faculty are working to actively engage in the development, service, and scholarship activities of the counseling profession specified in Standard 1.X. The level of progress or extent to which this has been achieved may be a determining factor for the program in terms of considering when it would be appropriate to submit an application for accreditation.

9) What might a core faculty member profile be?

Below are two examples of faculty profiles that meet the required standards for core faculty in a program seeking accreditation.

Dr. Alexandra G. Bell has a doctoral degree in Counseling Psychology that she earned in 2010. She was hired in 2010 in a master's-level counseling psychology program that made the decision in 2012 to convert the program to a clinical mental health counseling program with the plan to seek CACREP accreditation. Dr. Bell has been active in her division of APA, and has published in refereed psychology journals. In preparation for the transition, Dr. Bell has joined the American Counseling Association (ACA) and the American Mental Health Counseling Association (AMHCA), has attended the last two ACA conferences, and has submitted an article for publication in the *Journal of Counseling and Development*. Dr. Bell also presented at her state ACA conference as well as at her regional ACES conference. While Dr. Bell still retains her psychology identity, she has also engaged in tangible activities to support a counseling identity and to model this identity for her students who are in a program that has been a counseling program since 2012. Dr. Bell has also ensured that the courses she teaches include information for students about both counseling professional organizations and the use of the ACA Code of Ethics. She has assisted in revising the overall curriculum to align with CACREP standards, and has been involved in mentoring and supporting adjunct faculty to also align their identities with the counseling profession and the curriculum with counseling-related outcomes.

Dr. Nick Tesla earned a doctoral degree in Counselor Education in 2014 and began working in a school counselor education program that same year. Dr. Tesla has a master's degree in school counseling and worked as a high school counselor for five years before obtaining his doctorate. Dr. Tesla is a member of ACA and the American School Counseling Association (ASCA), as well as his state school counseling association. He has submitted proposals to present at ASCA, and has submitted a manuscript to the *Professional School Counselor*. He has developed his school counseling courses using the 2016 CACREP standards, and mentors his school counseling students to establish a strong counselor identity.

10) What are some of the challenges applicant programs have encountered in relation to the faculty requirements?

Professional Identity

Professional identity, as evidenced through memberships, credentials, professional development, service, and scholarly activities, is one of the more common challenges associated with core faculty in relation to accreditation reviews. For example, programs in which there are faculty who align with a very specific specialty area (e.g., medical applications) or whose professional activities are similarly exclusive (e.g., involvement only in faith-based organizations) should consider ways in which their faculty can evidence involvement in the broader counseling profession. This can be accomplished through involvements with counselor education and counseling organizations, such as the American Counseling Association and/or its

divisions, at the state or national level, the National Board for Certified Counselors (NBCC), or Chi Sigma Iota (CSI).

Core Faculty Designation

A related issue has to do with programs that designate individuals as core faculty that do not meet the core faculty requirements. A few examples include individuals with doctoral degrees in related disciplines who do not have a year of prior employment in counselor education programs prior to July 1, 2013; individuals who not actively identify with the counseling profession; or individuals who are not full-time to the academic unit in counseling, but instead have significant faculty responsibilities to other programs at the institution. When faculty members are inaccurately designated as core faculty, this in turn affects how the program is able to meet the requirements around core and non-core credit hour delivery.

Faculty Autonomy

Another critical area of challenge is a lack of faculty autonomy in relation to the counseling program(s) within the overall program/department structure. While it is acceptable for counseling programs to be housed in joint interdisciplinary departments or even in a department primarily identified with another discipline, this may not be the ideal structure for an effective accredited counseling program. Regardless of the overall department structure, it is incumbent on the applicant to demonstrate that core faculty for the counseling program are able to make the appropriate administrative and curricular decisions for the counseling program.

Premature Applications

Another challenge faced by some programs seeking accreditation, particularly for the first time, is that the lack of adherence to the faculty standards may result in the submission of a premature application. If programs do not have the minimum number of core faculty members or have significant challenges in the area of counseling identity, it may be too early to submit a successful application for accreditation. The CACREP office can provide guidance, but programs need to conduct their own self-assessment against all standards to determine if they are ready to apply.

11) What documentation do I need to present as evidence that the core faculty standards are met?

Identify Core vs. Non-Core Faculty

The first step in providing documentation for faculty members is to determine which faculty members will be designated as core faculty and which will be designated as non-core faculty. This determination is made by the program and is indicated in the Application for Accreditation in Table 1:

Table 1 – Faculty Who Currently Teach in the Program

1. List all core faculty members by name and include each person’s credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/ certifications, and nature of involvement in the program(s) (e.g., academic unit leader).
2. List all non-core faculty members by name and include each person’s credit hours taught in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/certifications, and nature of involvement in the program(s) (e.g., clinical faculty, adjunct).

Provide Current Vitae and Supporting Documents That Highlight Faculty Credentials (Standards I.W., I.X., I.Z. & I.BB.)

One method for providing documentation for core faculty members is the curricula vitae (CV). All CVs provided should be up-to-date, including the academic appointment at the current institution and professional credentials and activities that support the core faculty designation.

Use Charts and Tables to Organize Faculty Information

An easy way to organize and present faculty information in the self-study is to use charts and to provide the CVs. For example, consider a response for standard 1.W “Core counselor education program faculty have earned doctoral degrees in counselor education, preferably from a CACREP-accredited program, or have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.” One possible response option could include a chart as follows:

1.W	Have earned doctoral degrees in counselor education	Have related doctoral degrees and have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013	Linked Documents
Faculty Member A (Hire date at current program)	Ph.D., Counselor Education and Supervision – University of W, May 2003		CV-A
Faculty Member B (Hire date at current program)		Ph.D., Counseling Psychology – University of X, May 2005 Full time program faculty member at the University of B for 5 years – 2005-2010	CV-B

Faculty Member C (Hire date at current program)	Ph.D., Counselor Education and Supervision – University of Y, May 2009		CV-C
Faculty Member D (Hire date at current program)		Ph.D., Clinical psychology – University of Z, May 2012 Full time program faculty in current program beginning Fall 2012-current	CV-D

The information provided in such a chart as the one above should clearly match up with the information provided in the CVs. Charts could incorporate other core faculty standards, such as memberships, credentials, and professional development, service, and scholarly activities.

CORE Accredited Programs and Rehabilitation Counseling

Under the 2013 CORE-CACREP Affiliation Agreement, all current Rehabilitation Counselor Education (RCE) faculty in CORE- accredited Master's programs are grandparented in as core faculty in all CACREP-accredited programs, and this grandparenting is extended to new PhD RCE graduates until January 1, 2018.